

Assessing the Teaching Styles of College Instructors of La Consolacion University Philippines: Implications for Professional Development

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Abstract

In the education setting, most of the researchers are wondering if teaching style were distinct and could be measured. Most of the literature identifies learning styles and its inadvertent or direct effects to the teaching-learning process, but not much focus have been given to teaching styles and how teachers perform their functions in the classroom. The study aims to discover the teaching styles of College instructors of La Consolacion University Philippines using the Staffordshire Evaluation of Teaching Styles (SETS). A sample of 29 instructors were gathered for the study and where the SETS were administered. Results showed that most college instructors falls under the sixth type of teaching style which is the “one-off teacher” is. Recommendations and ideas for differentiation are also provided in this study.

Keywords – *Staffordshire evaluation of teaching styles, teaching styles, college instructors*

1. Introduction

In every institution, there is so much work in the education and the researchers wondered if peoples’ teaching style were distinct and could be measured (Wall, 2007). One of the reasons that we need to be certain about the teaching styles were how it actually influence students’ learning. On the other hand, “bad” teaching habits can get in the way of learning (Mohanna, et. al, 2007).

It is said that the effectivity of the teachers’ techniques matches with the levels of expertise of the learner, with consideration of whether theoretical or practical material is being taught by the

teacher, and also with the purpose and the context of learning. This adaptability is one of the key skills of a supple teacher and is demonstrated as differences in teaching style (Mohanna, et. al, 2007).

According to a study conducted by Mohanna, et. al, (2007) effective teachers are adaptable and flexible in providing variety in their teaching activities which aims to match their manipulation of the teaching and learning environment that the learner needs, on the contrary, teachers should also know what are the activities that are most effective at delivering. In the same study, it states that one of the causes of stress in teachers can be an incongruency between the type of activities they believe are effective, or feel they are good at carrying out, and external expectations of 'good teaching'.

1.2 Teaching Styles in the Different Disciplines

In the perspective of physical learning, a study conducted in Indonesia focused on the effects of the learning strategy versus the expository and cognitive style. (Prayekti, 2016). The result shows that experiment learning strategy gives an effect of higher increasing physical learning result than expository learning strategy and the increasing result was achieved by student from pretest to post-test.

One study focused on the effectiveness of selected teaching strategy. (Kamboj, et. al, 2015). In this study, the researchers concluded that if teachers use a variety of teaching methods and styles, learners are exposed to both familiar and unfamiliar ways of learning provided that there is both comfort and tension during the learning process, giving the learners multiple ways to excel.

One study considered to focus on the mental calculation and the strategies the teachers were using when solving three-digit mental addition problems (Csikos, 2016). The result indicated that the teachers developed their students' mental calculation skills in a way that some strategies became preferred and others ignored.

One investigatory study focused on the trend of educational internationalization (Sit, 2013). The study attempted to investigate how lecturer's teaching strategies promoted productive interaction through surveys and the researcher believes that the results should have implications for the worldwide institutions other than Hong Kong which was involved in enhancing quality teaching and learning in higher education.

One study focused on the relationship between the teaching strategies, learning styles, and the students' academic achievement in higher education (Tulbure, 2015). The result shows that the significant differences occurred in relation with the most effective teaching strategies corresponding to each learning style.

One study aimed at the significant relationship between teachers' teaching styles and their Autonomy (Baradaran, 2016). And the result shows that there were no significant correlation between the two variables.

A study conducted in Greece focused on examining Greek physical education (PE) teachers' self-reported use of the Spectrum of teaching styles and their perceptions of the benefits of these styles for their students (Syrmpas, et. al, 2016). Another goal of the study was to explore the teachers' perceived ability in implementing their teaching approaches. The result of the study showed that the variety of personal experience factors can influence PE teachers' tendency to implement a specific teaching style.

Another study aimed to incorporate a learning style-based teaching-learning program for medical students and to know its significance and utility (Anbarasi, 2015). The result of the study gave emphasis on the teaching methods tailored to students' style of learning improved their understanding, performance, and retrieval of the subject.

1.3 Objectives of the Study

The study sought to discover new ideas in the study of the College Instructors in the Different Departments, particularly through teaching strategies as determined by Staffordshire Evaluation of Teaching Style. Specifically, the study sought to answer the following:

1. What are the dominant teaching styles for each college department?
2. What are the implications of these teaching styles for the professional development?

It is hoped that this study would be beneficial in determining the enhancement for professional development and to create more responsive techniques, as well as to maximize the skills they need for the field of work for the students to achieve quality and lived experience education.

2. Method

The study is a descriptive research that aims to expose the teaching styles of the college instructors and draw implications for teaching. The study will make use of the Staffordshire Evaluation of Teaching Styles (SETS), a 24-item questionnaire that consist six type of teaching styles. The six type of styles include the all-round flexible and adaptable teacher, the student-centered, sensitive teacher, the official curriculum teacher, the straight facts no nonsense teacher, the big conference teacher, and the one-off teacher.

The instrument was administered to a sample size of 29 instructors from the total population of 58 instructors from the five college department of La Consolacion University Philippines. The number was derived through random sampling.

3. Results and Discussion

The Dominant Teaching Styles of the College Instructors per Department

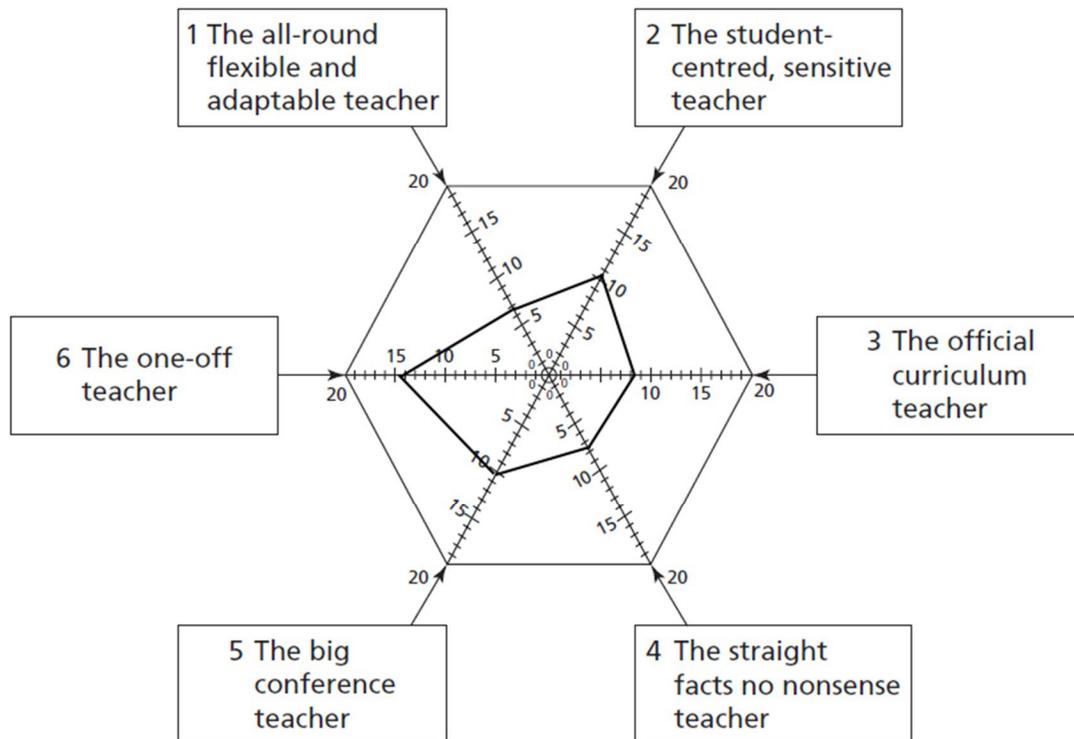


Figure 1. The teaching styles of the instructors from College of Allied and Medical Sciences

Figure 1 shows the dominant teaching styles of the instructors from the College of Allied and Medical Sciences (CAMS). For the first type of the teaching style, the mean is 6.86, for the second, 10.57, third is 8.43, fourth is 7.86, fifth is 10.29, and for the sixth type the mean was 14.29. With this results, the majority of the instructors from the CAMS are under the sixth type of teaching style which is the one-off teacher.

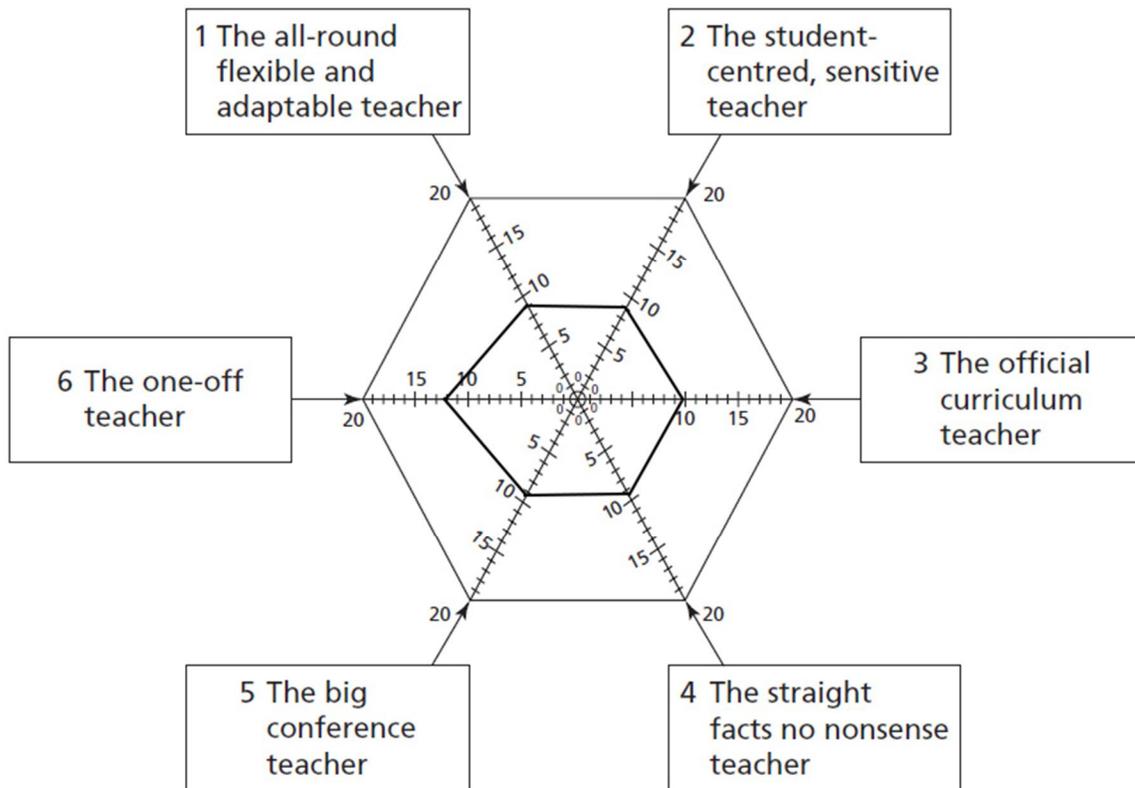


Figure 2. The teaching styles of the Instructors from College of Arts, Sciences, and Education

Figure 2 presents the dominant teaching styles of the Instructors from the College of Arts, Sciences, and Education (CASE). The first and second style of teaching style has the mean of 9.00, the third 9.86, the fourth and fifth with mean of 9.29 and the sixth style 12.14. The result shows that the CASE instructors are under the sixth style or the one-off teacher.

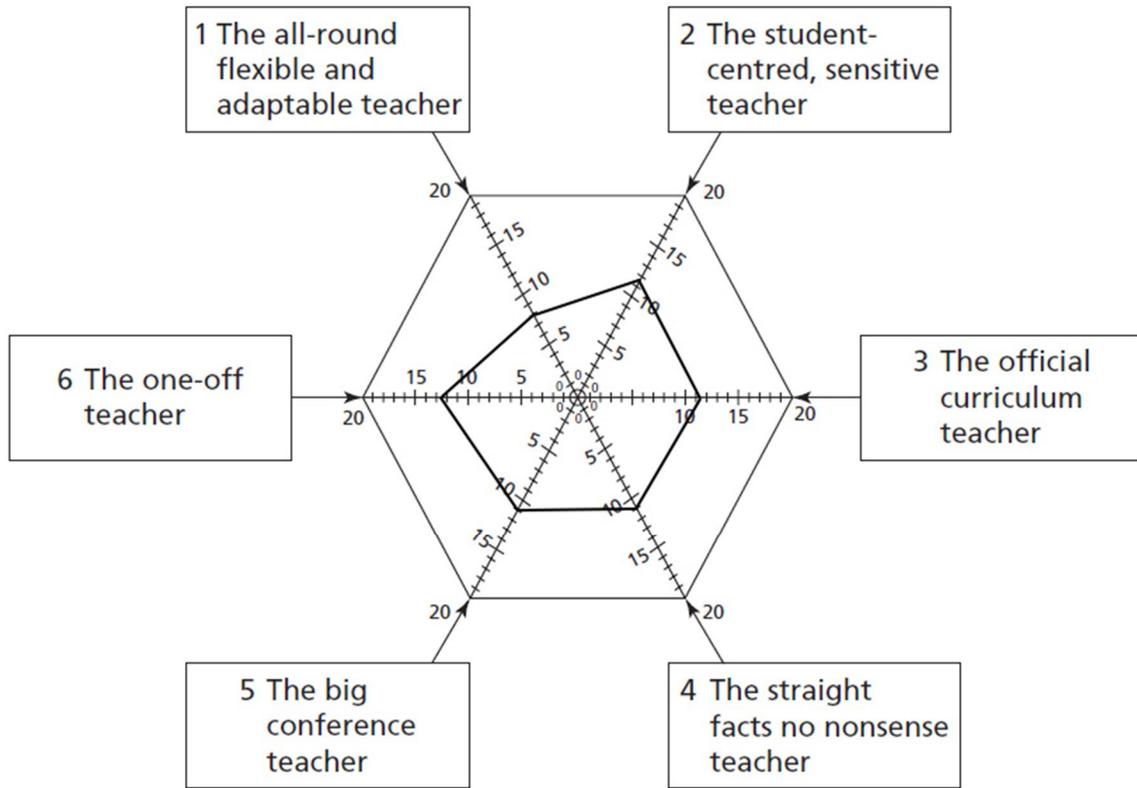


Figure 3. The teaching styles of the Instructors from College of Business, Entrepreneurship, and Accountancy

Figure 3 illustrates the dominant teaching styles of the instructors from the College of Business, Entrepreneurship, and Accountancy (CBEA). For the first style the mean is 8.00, for the second, 11.67, the third has 11.33, the fourth and the fifth has mean of 11.00 and the sixth style has 12.67. The result shows that the CBEA instructors are under the sixth style or the one-off teacher.

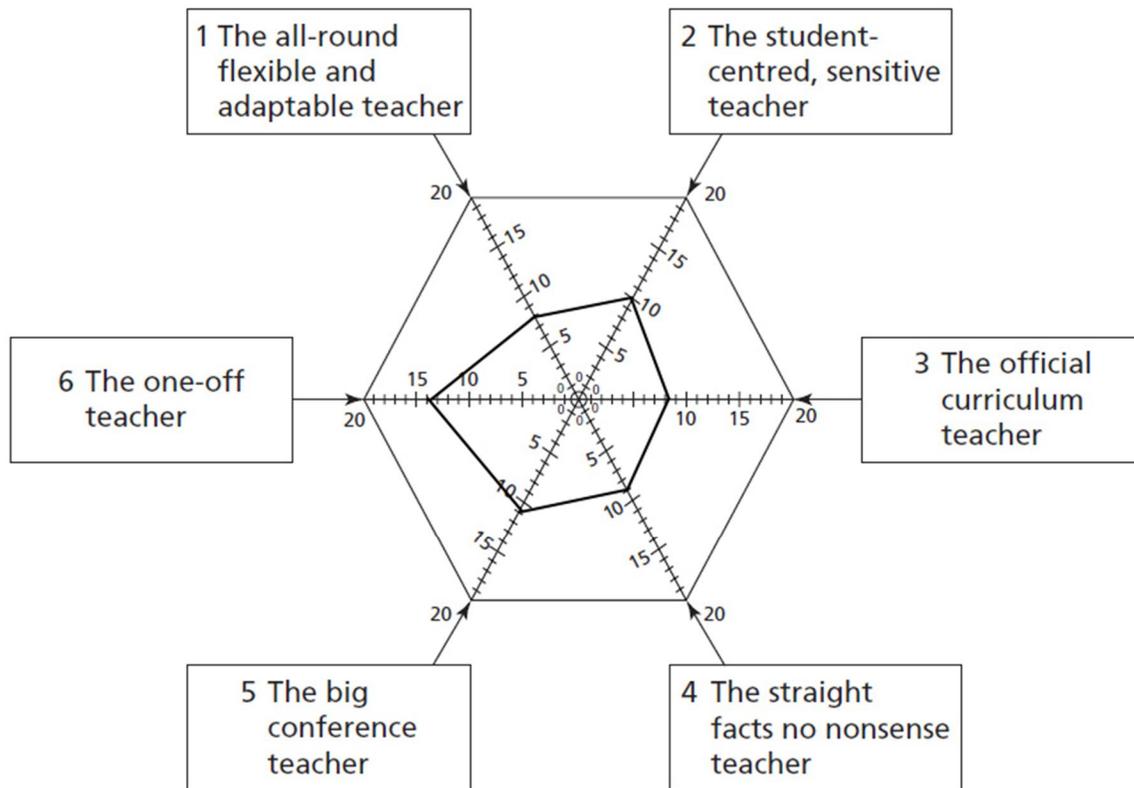


Figure 4. The teaching styles of the Instructors from College of Information Technology and Engineering.

Figure 4 presents the dominant teaching styles of the instructors from the College of Information Technology and Engineering (CITE). For the first style the mean is 8.00, for the second 10.00, for the third 8.50, for the fourth 9.00, the fifth 11.00 and the sixth style is 14.00. The result shows that majority of the CITE instructors are under the sixth style or the one-off teacher.

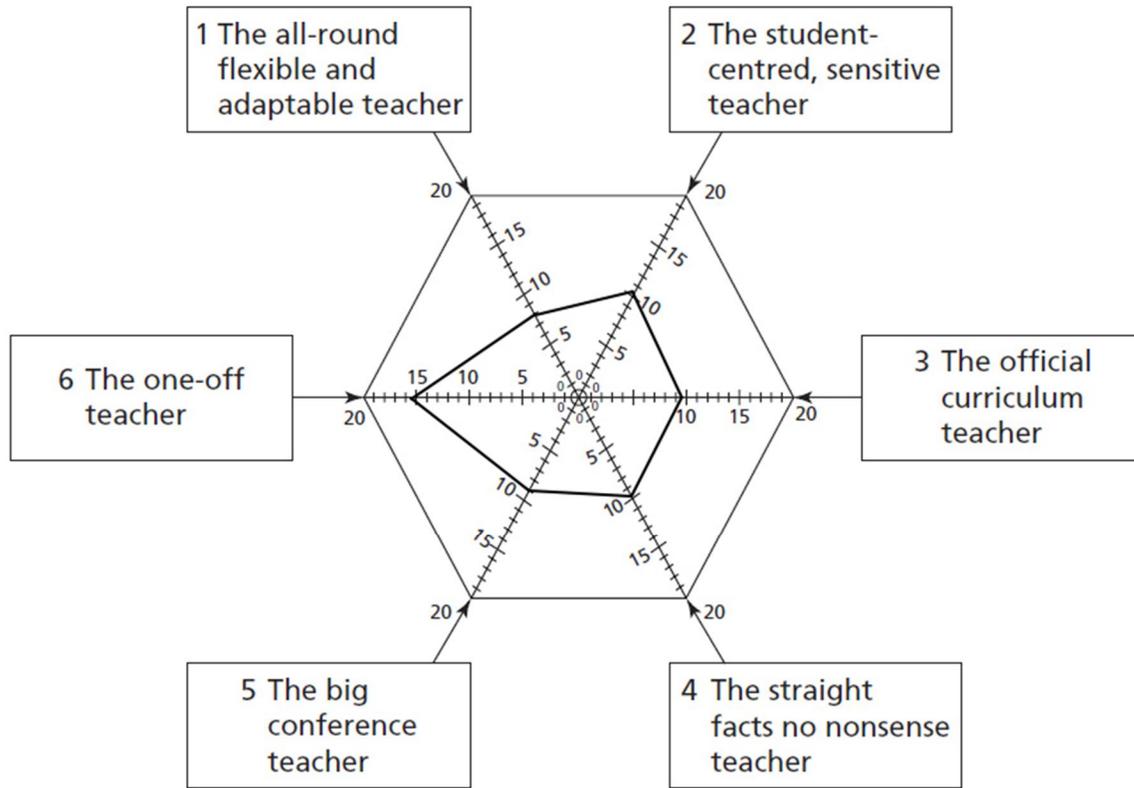


Figure 5. The teaching styles of the Instructors from College of International Tourism and Hospitality Management.

Figure 5 shows the dominant teaching styles of the instructors from the College of International Tourism and Hospitality Management (CITHM). For the first style the mean is 8.00, for the second 10.33, for the third 9.67, for the fourth 9.83, the fifth 9.00 and the sixth style is 15.50. The result illustrates that majority of the CITHM instructors are under the sixth style or the one-off teacher.

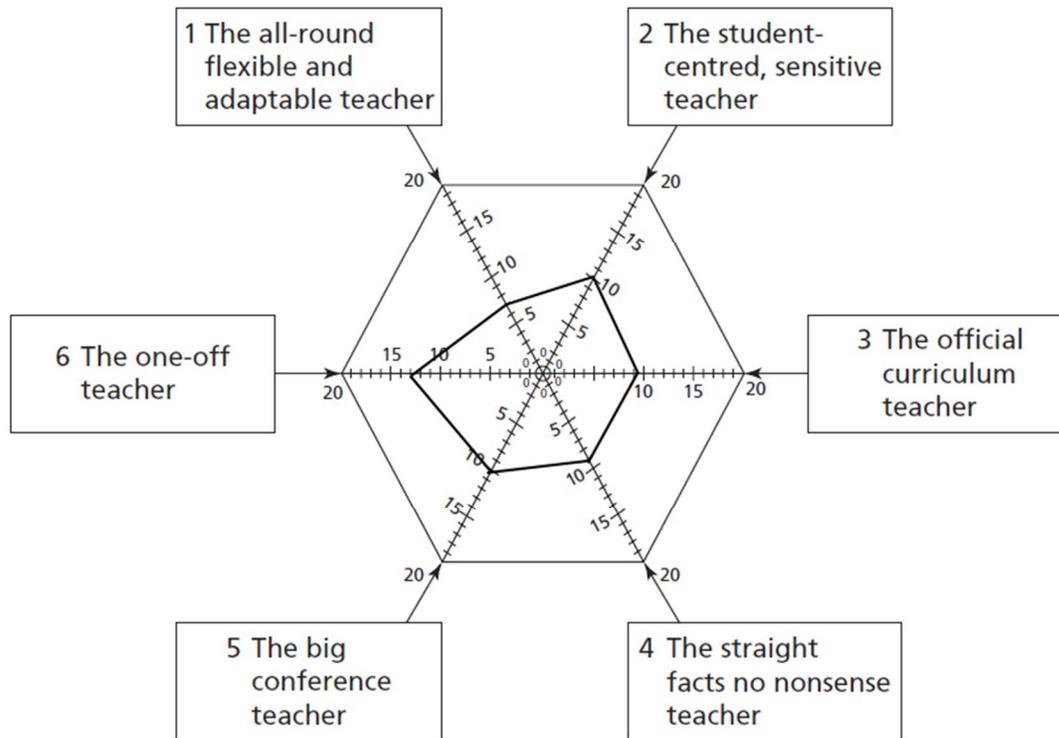


Figure 6. The Overall Dominant Teaching Styles of the Instructors in the College Department

Figure 6 illustrates the dominant teaching styles of the college instructors in the college department. The first style of the teaching style which is the all-around flexible and adaptable teacher has a mean of 7.79. In this style the teacher/instructor uses a lot of different skills which can teach both peers and juniors, he/she is very aware of the whole environment both in teaching and of the learners. The second style of teaching style which is the student-centered has mean of 10.31. This second style of teaching styles were teachers in small groups, with emotions to the fore, he/she is using role play and drama, and is not comfortable doing straight presentations. The

In this illustration, the dominant teaching style of the college instructors was the sixth type with the mean of 13.72 which is the one-off teacher, this kind of teacher likes to deliver self-contained bits of teaching, on a one to one basis, without props to help and no follow up. The next type of the teaching styles that the college instructor has is the second style which is the student-centered, sensitive teacher with the mean of 10.31. This teaching style teaches in small groups with emotions to the fore, most of these instructors uses role play and drama and they are not comfortable with doing straight presentations. The third dominant teaching style is the fifth type or the big conference teacher with mean of 10.11. This instructor likes to stand up in front of a big audience and does not like sitting in groups or one to one teaching. The results were followed by the third type of teaching style which is the official curriculum teacher with the mean of 9.56. This type of teaching style is the kind of teacher that is very well prepared, accredited and is very aware. They teaches the formal curriculum and follows external targets for teaching. With the mean of 9.40 is the fourth type which is the straight facts no nonsense teacher. Instructors with this kind of teaching style likes to teach the clear facts, with straight talking, they concentrate on specific skills and prefers not to be involves with multi-disciplinary teaching and learning. The teaching style with mean of 7.97 is the

first type of teaching style which is the all-around flexible and adaptable teacher. This kind of instructors can use a lot of different skills, they can also teach both peers and juniors. They are the instructors that are very aware of the whole environment both in teaching and of the learners.

3.1 Implications of Teaching Styles in Professional Development

The aim of this study is to discover new ideas in the study of the College Instructors in the Different Departments, particularly through teaching strategies as determined by Staffordshire Evaluation of Teaching Style (SETS). According to the study conducted by Mohanna, et. al, (2007) The Six Staffordshire Teaching Questionnaire was designed to raise awareness in teachers about their teaching styles. According to the study, effective teachers are adaptable and flexible in providing variety in their teaching activities. It aims to match their manipulation of the teaching and learning environment to the needs of the learner.

Considering the results, it is recommended that the future studies consider creating a correlation study for the learning styles of the College Students. This study can also provide evidence as to the efficiency of the teaching faculty and if the students achieve quality and lived experience education. The Instructors of their respective departments were identified to have their dominant teaching styles, and it is showed that in the result that the dominant teaching style for the college department is the sixth type of teaching style or the one-off teacher.

The One-Off teacher prefers to deliver small self-contained bits of teaching on a one to one basis without props to help and no follow up. With this result, majority of the instructors in the University are more effective in a tutorial classes or with a small group of students. The instructors are able to provide the students the knowledge that they need to know without any hesitations.

Here are some activities that are very effective to use by a one-off teacher.

- **Debate**, engaging in a collaborative discourse and argumentation have an effect in enhancing the student's conceptual understandings and refines the students' reasoning activities.
- **Interactive Demonstration**, this can be used in demonstrating a concept, a skill or to act out a process.
- **Case Studies**, these are scenarios that apply concepts that the students learned in class to a "real-life" situations. These are commonly presented in narrative form. Usually, case studies are most effective if they are presented sequentially.

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